**Oral Communication**

Read the information provided on speeches. It includes what makes a good speaker, and why we are even doing public speaking. Think about some real life situations where you may be called upon to make a “speech”, such as at grad-a toast to the parents, the teachers, your fellow graduates, or the valedictorian speech.

**What Makes a Great Speaker**  
Use Body Language and Visual Aids:

* Use technology if appropriate
* Use hands, feet and arms to make gestures
* Facial expressions, such as smiling, shock, if appropriate
* Direct eye contact
* Avoid swaying, leaning, pacing
* Visual aids enhance or support your speech, but do not take the place of the speaker

Using Your Voice:

* The words you say are important but how you say them will determine their impact
* Speak with conviction. If you are enthusiastic about your topic, it will pass on to the audience.
* Speaking in a monotone voice shows you lack any conviction or interest about what you are saying
* Raise and lower your voice to suit the message
* Tone of voice is the voice level. Don’t whisper in front of a large audience or shout to a small group
* Pace is the speed of your delivery. Not too fast so the audience can’t follow but not so slow you bore the audience to death.
* Use appropriate language- good grammar, avoid slang.
* Use humour where appropriate

**Public Speaking Pointers**

* You are not alone. Everyone, even experienced speakers, feels nervous. Many fake confidence until they have had enough experience that they are confident and comfortable.
* Think positive. This is going to be a great speech. I am confident and comfortable with this material. This is just 5 minutes of my life. I can do this.
* Be prepared. It doesn’t matter how well you think you know your speech- you can always practice one more time.
* Speak from your heart. Talk about something you truly believe in. If possible, include personal examples to relate to the audience.
* Focus on the material. Concentrate on what you are saying, leaving no time for nervousness.
* Know your material. It is easier to stay on track if you know your speech thoroughly. Underline important points.
* Never read your speech. Use cards with few words-just the main ideas- to guide you. Use point form only to allow you to look up and make eye contact.
* Rehearse in front of a mirror, friends, your dog and on a recorder.
* Time yourself
* Avoid “um” “uh” “okay” “stuff” and other meaningless words.
* Avoid predictable repetition such as “and then I...and then we...
* Avoid “that all...” “I’m finished...” “The end...” “Thank you for listening to my speech today...”

**Why Study Public Speaking**  
Communication is vital in society today. A person who can think clearly, organize their ideas, and express them with conviction in a clear manner, will get ahead in this world.  
Some situations in which good public speaking skills may be required:

* Your boss has asked you to express an opinion on a subject. Could you do this? What if you had to speak in front of your fellow workers?
* At a staff meeting, the boss has asked someone to suggest a solution to a problem. You have a great idea that might work. Would you be able to get up and clearly explain your suggestion?
* Your boss has asked you to make an oral report at a meeting. Could you do it? What if it was recorded for the radio or newspaper?
* Your boss has asked you to train new employees or give a demonstration of some equipment explaining its use.
* You have been appointed spokesperson for a group and you have to report the group’s findings.
* At a job interview there are two candidates. Both have equal qualifications. One person can clearly articulate his ideas and answers all questions in an intelligent manner. The other looks at the floor and mumbles his answers. Which one would you hire?
* In your job, you are required to answer the telephone and, sometimes, give detailed explanations or deal with difficult customers. Could you handle this?
* Your supervisor has asked you to evaluate a new worker’s performance. Could you give constructive criticism?
* Someone in your workplace is retiring. You have been asked to present them with a gift. Could you do this?
* You have been elected as president of your organization. One of your tasks will be to chair meetings. How comfortable will you be with this?

**Assignment #1 Language at Work p. 89-92**

Complete as instructed. Be careful with the directions on part A. Be sure to do Part B #1,2

**Assignment #2**

To determine oral communication skills needed for occupations you are interested in:  
i. Set up a grid on your loose leaf like the one below. Leave at least 6 lines for each row, because you'll need room to write.

|  |  |  |  |
| --- | --- | --- | --- |
| Name the occupation.... | Occupation #1 | Occupation #2 | Occupation #3 |
| Most important essential skills |  |  |  |
| Three of the highest level communication tasks needed for this occupation. |  |  |  |

* 1. Go to the following Human Resources and Skills Development at <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml> . This website provides Essential Skills Profiles for thousands of jobs. Find the Essential Skills Profiles and search three occupations that you are interested in.
  2. When you get to them, it will list the most important essential skills needed for the job at the top. Write these into your chart.
  3. Then it has a list of other essential skills needed. Click on the "Oral communication" link. This will take you to only the oral communication tasks that a person in this job might have to carry out. You'll notice that after each one they have a number 1, 2, or 3 in brackets. That is the complexity or difficulty level. Go to the bottom of the list of tasks to find the highest level tasks. Enter the last 3 oral communication tasks, (the most difficult), onto your chart.

**Assignment #3 “How to” Demonstration Speech**

1. Decide what you will demonstrate. (See below for ideas). Choose something that you can literally demonstrate at school- in the class, in the lounge, in the gym, in the yard.
2. Search Youtube examples of DEMONSTRATION Speeches. Notice they each have an introduction. Also they use cue cards, but we are using a flow chart as a guideline instead.
3. On loose leaf, write the steps for your demonstration. Only put one instruction per step. Pretend you are teaching a foreigner. Keep it very simple. Keep in mind any problems, or choices that you could make along the way.
4. Create a **flow chart** with the steps you have just written down. After looking at a few in class, you should have a good idea of how they work. If you weren't in class, Google a few "FLOW CHART" images.
5. Write the instructions, **one step at a time**, in your flow chart. Try to include diversions in the flowchart that would indicate problems, delays, or alternate instructions. (See examples.) This can be done by hand (and ruler) or on Microsoft Word, which has templates
6. Go to Prezi.com. Set up an account. Choose a template and create a prezi with the steps to your demonstration speech. This can be linked to our wikipage- (see me), or just show it to us in class, during your speech.
7. Gather the materials needed for your speech and demonstration.
8. Practice in front of your dog, the mirror, a friend, until it is easy and natural.
9. See the teacher to set up a date if this hasn't already been done  
     
   Here's a great link with many ideas:  
   <http://zimmer.csufresno.edu/~lcarvalho/howtoideas.htm>   
     
   Remember to check Youtube for example DEMONSTRATION speeches. Here is the rubric for marking:  
     
   **Public Speaking Evaluation**  
   Name: Topic: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation Items** |  | **4 at expected outcomes** | **3 near expected outcomes** | **2 some difficulty with outcomes** | **1extreme difficulty with outcomes** |
| **Development** |  |  |  |  |  |
| Organization and support material |  |  |  |  |  |
| Achievement of Purpose and interest |  |  |  |  |  |
| Ideas, logic and original thought |  |  |  |  |  |
| **Delivery** |  |  |  |  |  |
| Eye contact and body language |  |  |  |  |  |
| Voice flexibility, portraying enthusiasm |  |  |  |  |  |
| **Requirements** |  |  |  |  |  |
| Flow Chart- good copy, complete and proper |  |  |  |  |  |
| Prezi- technical abilities |  |  |  |  |  |
| Prezi- creativity and effort |  |  |  |  |  |

Total: /24  
Comments:

**Assignment #4 Speech- Significant Person**

This is a formal written and spoken speech modeled after “Keeping Faith in Nature”, and you are expected to use the same speech techniques the author used in his speech. These include:

* Rhetorical questions (Questions that are not really meant to be answered, because the answer is so obvious. Example: Do I love my sister?)
* Emotional language- personal thoughts and feelings, your own “voice”
* High level of diction- specific word choices and complex sentences
* Facial and hand gestures
* Quotes from somebody or some organization that supports your opinions
* You must also include visuals. It is effective to use visuals such as pictures, power point, prezi, video, art, and props. It helps make the speech more engaging for the audience, but it also takes the focus off of you, lessening your anxiety.

As preparation, complete **a writing variables sheet** to plan your speech.

Follow this with completing the required **web** to plan the organization of your information into paragraphs, so it’s not random facts or anecdotes. Some possible topics are:

* the persons character, and examples or anecdotes for proof;
* their hobbies/pastimes, and examples or an anecdote;
* how you met;
* favourite memories with him/her;
* how they have changed or influenced your life;
* what the future holds in terms of your relationship with this person;

So, in the end you will have completed:

* A writing variables sheet
* An organizational web
* A formal written speech
* A performed speech, including visuals- this can be read from your written copy so you don’t need cue cards

Here is the rubric for marking:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Written Speech** | 4-at expected outcomes | 3-near expected outcomes | 2-some difficulty with outcomes | 1-extreme difficulty |
| Writing variables sheet |  |  |  |  |
| Organizational web |  |  |  |  |
| Catchy title |  |  |  |  |
| Level of language |  |  |  |  |
| Voice-emotion |  |  |  |  |
| Content- meaningful for purpose and audience |  |  |  |  |
| Other speech strategies |  |  |  |  |
| Conventions |  |  |  |  |
| Length |  |  |  |  |
| **Oral Presentation** |  |  |  |  |
| Preparation- organized, with support material ready |  |  |  |  |
| Eye contact and body language |  |  |  |  |
| Voice- clear, flexible and enthusiastic |  |  |  |  |
| Visuals-effective, appropriate, and relevant |  |  |  |  |

Checklist of assignments for Oral communication module:

\_\_\_\_\_Language at Work

\_\_\_\_\_Job Profile chart for oral communication of two jobs

\_\_\_\_\_Demonstration speech

\_\_\_\_\_flowchart

\_\_\_\_\_prezi

\_\_\_\_\_presentation

\_\_\_\_\_Formal speech

\_\_\_\_\_writing variable speech

\_\_\_\_\_web

\_\_\_\_\_written speech

\_\_\_\_\_presentation

Lit Power that supports Oral communication:

Lit Power: **Keep Faith With Nature p. 82-87**  
Do not write on the green story. If a question tells you to, skip that question.  
Part A p. 86 #1,2,3 /6  
Part B p. 86 #3 /2  
omit part C and D